DOCUMENT RESUME

ED 343 736 RC 018 471

TITLE The Lanai Visitor Serving Workplace Literacy Project: Final Performance Report.
INSTITUTION Hawaii Human Development, Honolulu.
PUB DATE 91
NOTE 28p.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; *Filipino Americans; Hospitality Occupations; Hotels; Job Skills; *Job Training; *Limited English Speaking; *Literacy; Oral Language; Rural Areas; Tourism
IDENTIFIERS *Hawaii; *Workplace Literacy

ABSTRACT

This report describes the outcomes of a project designed to aid agricultural workers in their transition to hotel jobs. Displaced workers (predominantly Filipino) from a Dole plantation were forced to seek employment in new resorts on Lanai. The goals of the project were to: (1) qualify former Dole employees for jobs in the newly-developed resort properties on the island by developing their literacy skills; (2) insure job retention by those hired at the hotels; and (3) increase employees' potential for upward mobility in hotel employment. The project enrolled 274 participants. Classes were offered in hotel orientations, security report writing, language for food service, guest interactions in housekeeping, safety and sanitation in the kitchen, and language of hospitality for front desk workers. The following statistics show the success of the project: (1) 134 of the 274 workers who enrolled in the agriculture-to-hotel transition classes have been hired by hotels; (2) 85 percent of the project participants who were employed by the hotels are still working at the hotels; and (3) 25 participants who began hotel employment at entry level positions have been promoted to positions with greater responsibility. Evaluation of the project was an ongoing collaborative process using feedback from the employer, union, instructional staff, and learners. An outside evaluation of the project was conducted and the report is attached to this document. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED343736

NATIONAL WORKPLACE LITERACY PROGRAM

THE LANAI VISITOR SERVING WORKPLACE LITERACY PROJECT

AWARD NUMBER V198A00129

FINAL PERFORMANCE REPORT

Submitted by:

TIM DONAHUE, LITERACY PROJECT DIRECTOR

HAWAII HUMAN DEVELOPMENT

1150 South King Street, Honolulu, Hawaii 96814

RC018471

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Timothy Donahue

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

PROJECT OVERVIEW.....1

PROJECT GOALS AND LEVELS OF ACCOMPLISHMENT.....2

PROJECT OBJECTIVES: ACHIEVEMENT, PARTICIPANT CHARACERISTICS AND OUTCOMES 3

DISSEMINATION ACTIVITIES.....16

EVALUATION ACTIVITIES.....17

KEY PERSONNEL.....19

LIST OF TABLES

TABLE 1: CHARACTERISTICS OF PARTICIPANTS..... 6

TABLE 2: IMPLEMENTATION SCHEDULE.....7

TABLE 3: PRE AND POST EMPLOYABILITY RATINGS OF PROJECT PARTICIPANTS.....11

TABLE 4: JOB TURNOVER RATES OF HOTEL EMPLOYEES.....13

TABLE 5: INCREASED PRIVATE SECTOR CONTRIBUTIONS TO THE PROJECT.....16

THE LANAI VISITOR SERVING WORKPLACE LITERACY PROJECT

FINAL PERFORMANCE REPORT

Project overview

The purpose of the Lanai Visitor Serving Workplace Literacy Project is to upgrade the literacy skills of workers at Dole Packaged Foods, Inc. Lanai Plantation, hereafter referred to as "Dole", who want to move into hotel jobs. Those workers most interested in making the change were younger people, children of immigrant workers, who felt they could handle the new job opportunities and viewed hotel employment as an attractive alternative to field work. Within a few months of the start of the project, however, Dole announced the phase out of commercial plantation pineapple production on Lanai. The new resort jobs on Lanai were no longer alternative employment; they had become the only employment available to most workers displaced from the plantation. This turn of events had a significant impact on the participant pool and, in turn, on the direction of the Literacy Project. Most participants in the program now would be individuals who previously had not intended to work in the hotels. The project would need to deal with the

apprehensions and anxieties of people from a small, rural community undergoing rapid and major changes. For the participants to accept career transition and for the resorts to mold an effective workforce, it was essential that the project encourage a positive view toward the developments on the island. It became very important to emphasize motivation and attitude development objectives within the project's proposed goals.

Project Goals and Levels of Accomplishment

By upgrading the literacy skills of Dole Pineapple Plantation employees on Lanai, the Lanai Visitor Serving Workplace Literacy Project sought to accomplish three goals: (1) to qualify Dole employees for jobs in the newly developed resort properties on the island, (2) to insure job retention by those hired at the hotels, and (3) to increase employees' potential for upward mobility in hotel employment. This report will show that the project successfully helped agricultural workers to obtain, retain and advance in visitor industry jobs.

The success of the project in reaching its goals can be shown statistically:

***74% of the workers who enrolled in the agriculture-to-hotel transition classes have been hired by the hotels.**

*85% of the project participants who were employed by the hotels are still working at the hotels.

*25 participants who began hotel employment at entry level positions have been recognized for their superior work performance and promoted to positions of greater responsibility. Three of them are now in supervisory positions. One was chosen Employee of the Month and two were honored as Staff of the Quarter.

Project Objectives: Achievement, Participant Characteristics and Outcomes.

To achieve the project's goals, six performance objectives were proposed:

1. To enroll 300 workers.
2. To develop literacy skills so that 75% of enrolled participants would pass a comprehension test.
3. To develop literacy skills so that 75% of enrolled participants would pass a reading test.
4. To develop literacy skills so that 75% of enrolled participants would pass a computation test.
5. To place 170 workers in hotel employment.
6. To follow up and report on participant job retention, earnings increase and career advancement up to 180 days after conclusion of literacy training.

While the project accomplished the goals it set, not all proposal objectives were completed as planned due to the destabilizing force of the plantation closure on the community. The following discussion will note the implementation of the project in relation to each objective with reference to the specific circumstances impacting completion.

Objective 1

The project enrolled 274 participants, 91% of plan. Classes were offered in hotel orientations, security report writing, language for food service, guest interactions in housekeeping, safety and sanitation in the kitchen and the language of hospitality for front desk workers. High attendance and high student evaluation ratings of class content and instructors show that classes were positively received. Requests for classes from other department supervisors show that the project gained a favorable reputation within the hotels. Among the additional classes requested were guest communications skills for beverage servers and for van drivers. The project could easily have enrolled more than the 300 proposed participants, however, it was decided not to open new classes. The deciding factor in not expanding class offerings was the need to use the

project resources intensively with new hires in order to insure job retention. This priority reflected the change in participant pool because of the plantation phase out and was agreed on by International Longshoremen's and Warehousemen's Union (ILWU) Local 142, the union representing the workers, Rockresorts, the resort management company and the project director.

The decision to prioritize classes focusing on retention was based on an understanding of the participants background. Table 1 (page 6) shows that those enrolled in the program were mainly Asian, predominantly from he Philippines for whom English is a second language. Most have limited education in their country of origin. Forty six percent (46%) of the participants were 44 years and older, indicating that they had been away from any formal educational situation for 30 years or more.

The actual schedule of classes as implemented by the project is shown in Table 2 (page 7). A total of 15,928 participant contact hours are represented, an average of 58.25 hours per participant. Implementation is divided into three phases. First was a series of classes focusing on the job retention literacy needs of workers already hired at The Lodge at Koele. The second phase of the project was an intensive "transition" unit, aimed at helping workers move from agriculture to hotel employment. Third was another retention-focus series of classes for those newly hired at Lanai's Manele Bay Hotel.

Table 1. Characteristics of Participants.

Total enrollments: 274

Sex

Females		Males	
N	% of total	N	% of total
161	59%	113	41%

Ethnicity

Filipino		Japanese		Hawaiian		Anglo-American	
N	% of total	N	% of total	N	% of total	N	% of total
256	93%	8	3%	5	2%	5	2%

Educational Background

Philippines grade 6		Philippines grade 12		U.S. grades 9-12	
N	% of total	N	% of total	N	% of total
204	75%	15	5%	55	20%

Age

16-24		25-44		45-59		60+	
N	% of total	N	% of total	N	% of total	N	% of total
38	14%	110	40%	79	29%	47	17%

Table 2. Implementation schedule.

Phase 1				
Date	**Activity**	**Total Enrollments**	**Sections**	**Hours Offered**
3/90-5/90	Start up	--	-	--
6/90-9/90	Security Dep't.; Report Writing	25	1	20
9/90-10/90	Kitchen Utility; safety/sanitation	12	1	23
10/90-12/90	Food and Beverage; menu/serving	29	4	17
Phase 2				
12/90-1/91	Hotel Orientations	36	3	30
3/91	Hotel Orientations	180	9	80
Phase 3				
5/91-9/91	Housekeeping; Vocational English as a Second Language	30	3	11
5/91-9/91	Food and Beverage; Vocational English as a Second Language	18	2	18
8/91-9/91	Guest Services; Guest relations	5	1	10

Objective 2

This objective deals with testing for comprehension. No formal testing was conducted by the Project. It was decided early on, in agreement with union and management, that instruction must absolutely be geared to literacy skill applications on the job. Given the profile of the participants and the nature of the jobs toward which they needed to move, it was decided that oral communication skills were the primary need. Job task analysis showed that reading and computation skills were of secondary importance for the jobs available. Interactions with guests and supervisors were paramount not only to the success of the new workers in learning and retaining their jobs, but also to the success of the new resort properties that employed them. The project therefore developed curriculum using actual work materials as the basis for classes. The lack of instruments which measure learning gains in a program based on functional context instruction was the primary reason for not conducting testing. Standardized testing in the Project's site specific curriculum would have been inconsistent with instructional objectives, an end in itself, decontextualized from the program and therefore yielding no information about the program.

Another determining factor in the decision not to test was the intimidating aspect of any form of testing on the particular population served by the project. Filipino

culture is notable for the vulnerability of an individual's self-esteem; failure in any form is taken as a reflection not just of the person but even more broadly of the whole family. Pre-testing by its format and intent sets a person up for failure. That the "failure" is to serve as a benchmark for progress is an academic construct not readily comprehensible to a population long removed from formal education. While recognizing the need for measurement of project outcomes, the project felt it much more in accord with the targeted population and the needs of the employer to find other means than testing to determine them. With the emphasis on oral communications, the practical, observable increase in use of English on the job was considered to be an accurate reflection of participant success. The degree to which this evaluation method was applicable is detailed in the outside evaluation done by Dr. Lawrence Zane of the University of Hawaii.

Objective 3

This objective relates to testing reading. As noted above, the predominant concern for literacy upgrading as expressed by union and management was to improve oral communication skills. Since reading objectives were only incidentally involved in the instructional program, no testing was done to measure reading gains.

Objective 4

This objective relates to testing computational skills. As with reading, computational skills were not a priority in the instructional program, therefore no testing was done to measure gains in numeracy skills.

Objective 5

This objective was to place 170 project participants in hotel jobs. By October 1991, 134 participants had been hired by the hotels, 79% of plan. The determining factor in more workers not being hired was that the hotels were hiring staff to meet the needs of partial occupancy. The resort properties on Lanai are new and in the process of building their clientele. As of October, staff was being hired to meet a projected 40% occupancy rate. As the properties become established, further employees will be hired as occupancy warrants.

In March, 180 agricultural workers enrolled in a agriculture-to-hotel transition module. The primary literacy objective of that module was to upgrade oral communication skills. All the project partners agreed on that focus since it was felt that the primary barrier to hotel employment was the field workers' heavy accents, unfamiliarity with standard spoken English and lack of confidence in speaking English.

At the outset of the instructional module, each of the 180 participants was interviewed by staff from the Hawaii State Employment Service and from Rockresorts Human Resources. At that time, people's interests in particular hotel jobs were established and each person was given a broad rating which reflected Rockresort's appraisal of their employability. Criteria for this rating included job experience, applicability of job skills to the position desired, poise, grooming and fluency in speaking English. The categories into which the Dole workers were placed were "unemployable by the hotels", "unlikely to be hired", "potential for hire", "probable hire" and "hire now".

Table 3. Pre and post employability ratings of Literacy Project participants.

	hire now	probable	potential	unlikely	unemployable
pre-program	0	21	134	20	5
post-program	90	37	44	9	0

During the four week, 80 hour course, a feedback loop was established between instructors, Hawaii State Employment Service, Rockresorts Human Resources, and hotel department

supervisors. Information on the progress of participants was available to all parties through weekly meetings. Department supervisors observed classes as an aid to recruitment. At the end of the training, each participant was rated again by the Employment Service and Rockresorts, taking into consideration all the input available from observations and instructors' comments.

The differences in ratings is significant. To elaborate on the figures as shown on the table, sixteen of the 20 initially rated "probable hires" were offered jobs at course end. One "unlikely to be hired" was hired. The remaining 73 hires, more than 80% of those hired, had been categorized initially as "potential hire". Clearly, the program created the opportunity for those people to demonstrate their potential to the satisfaction of the Human Resources Department. Also significant is that 40% (8 of 20) of those initially rated as unlikely to be hired were upgraded to probable hires and **no one who completed the training was still considered unemployable by the end of the program.**

90 participants were offered jobs immediately upon completion of the course. This number reflected the staffing needs for the opening of the Manele Bay Hotel. In October, with a projected occupancy increase, 44 more "graduates" of the class were hired by the hotel, raising the total to 134.

BEST COPY AVAILABLE

Objective 6

This objective is to follow up on participant employment, retention and advancement at intervals of 30, 90 and 180 days. The statistics cited in this report reflect the accomplishments of 240 Project participants 180 days after completion of at least one instructional module. This report also reflects the follow up done for the remaining 34 participants 30 days after Project completion.

The discussion of objective 5 has already illustrated the success of the program in helping participants qualify themselves for hire with the hotels. The following table shows a dramatic difference in retention rates between hotel workers statewide, those employed by Rockresorts on Lanai and those Lanai Rockresorts employees who participated in the Literacy Project.

Table 4. Job turnover rates of hotel employees.

State of Hawaii*	Rockresorts, total employees	Rockresorts, employes enrolled in literacy project
40%	35%	15%

*Source: Hawaii Council of Hotels

In terms of job advancement, it was noted in the project overview that twenty five hotel employees who

participated in the program have distinguished themselves and been given positions of greater responsibility. Considering the barriers that project participants had to overcome - limited English proficiency, limited educational background, few transferrable skills and the trauma of imposed career change to name a few - and considering the efforts made by the project to address those barriers, the fact that so many are doing so well is surely a measure of success for the Literacy Project.

Additional Objectives Achieved

Positive attitudes toward hotel employment

As noted in the project overview, it became important to include motivation and attitude development as project objectives. The process of transitioning from agricultural to luxury resort employment was intimidating from the outset, and became even more so when it became a necessity to change rather than an option. Project developed materials addressed participants' anxieties directly, allowing them to discuss their feelings and examine the new employment situation. Materials expressly designed to develop an understanding of the visitor industry and the range of opportunities with the industry were adapted to the specific situation on Lanai. It was not by chance that the agricultural workers on Lanai began to view hotel employment

more favorably than they had. The support of the ILWU for the new resort developments, an extremely sensitive and supportive Rockresorts management team plus the efforts of the Literacy Project worked together to develop positive attitudes. The statistics showing high job retention, as well as the number workers advancing in their careers give evidence that development of positive motivation and positive attitudes did in fact occur.

Readiness for further training

Data on the participants show that a great majority of them had very limited education. It was predictable that they would be apprehensive of training. High attendance rates indicates their satisfaction with the classes. Also, participant class evaluations overwhelmingly indicate their enjoyment and sense of relevance of the classes, positive bonding with the instructors and approval of teaching methods. Nearly 100% of the respondents requested further training.

Increased "matching" support for the Project

Partners in the project had agreed to commit $96,100 in matching funds at the time of proposal. The actual contributions at project end amounted to $219,523, more than double the proposed amount.

Table 5. Increased private sector contributions to the project.

Proposed		
Federal Funds	$161,236	(63% of total)
Matching Funds	$ 96,100	(37% of total)
	$257,436	
Actual		
Federal Funds	$161,236	(42% of total)
Matching Funds	$219,523	(58% of total)
	$380,759	

Dissemination Activities

Project developed curriculum and materials have been shared with Maui Community College and have been requested by Maui Hui Malama, a private for profit educational group. Both agencies see the usefulness of the curriculum to hotels on Maui where many workers are similar in background to those on Lanai and who are making the same transition from agriculture to visitor industry employment. Curriculum will be available to any interested parties through the Western Curriculum Coordination Center, University of Hawaii at Manoa.

Local news coverage of the project included articles in the Honolulu Advertiser, Maui News, Maui, Inc, The Lanai Times, and The Voice of the ILWU. National network

affiliates KGMB, KITV, and KHON reported on the project in their television coverage of the effects of the plantation closure on Lanai.

The project director was effective in promoting consciousness of the project and its goals at both the local and at the national level Participation in the (Hawaii) Governor's Council on Literacy as well as the Hawaii Council of Teachers of English kept the professional teaching community aware of the project. The director informed other workplace literacy providers about the project as a member of a panel presentation "What works...what doesn't work" at the National Workplace Literacy Program Project Directors' Meeting in May 1991. Also at the national level, the project director networked with workplace literacy practitioners at the annual convention of TESOL (Teachers of English to Speakers of Other Languages).

Copies of this report will be sent to three national dissemination networks: the Division of Adult Education and Literacy's Clearinghouse on Adult Education and Literacy, the Curriculum Coordination Center Network, and the ERIC Clearinghouse on Adult, Career and Vocational Education.

Evaluation Activities

Evaluation of the project was formative; that is, it was an on-going collaborative process which incorporated feedback from the employer, union, instructional staff and

learners. Having participated in setting course objectives, hotel management and supervisory staff were in a good position to monitor participant progress and were asked to comment on the degree to which participants could carry over class activities to on-the-job behavior. The union, with its close community ties and understanding of the project participants, also gave direction to the project and was a valuable source of information regarding participant satisfaction. Guided by the project director, the instructional staff translated project goals and course objectives into language competencies which became the measure by which they tracked participant progress. By following a learner centered approach, instructors encouraged participants to set their own objectives. Participants were also asked to evaluate class instructors and class content at the end of each course offering. By including all parties in formative evaluation the project effectively addressed the specific learning and employment concerns of the participants while developing the skills needed by the employer in their workers.

Evaluation of project outcomes has been discussed above in the report section "Project objectives: achievement, participant characteristics and outcomes." Additionally, an outside evaluation of the project has been completed by Dr. Lawrence Zane of the University of Hawaii at Manoa and is submitted with this report.

Key Personnel

There were no changes in key personnel during the course of the project.

University of Hawaii at Manoa

Curriculum & Instruction • College of Education
Wist Hall 216 • 1776 University Avenue • Honolulu, Hawaii 96822
Cable Address: UNIHAW

November 29, 1991

Mr. Tim Donahue
Hawaii Human Development
1150 South King Street, Suite 901 D-E
Honolulu, HI 96820

Dear Mr. Donahue:

Attached is my report on the Lanai Project. Please express my appreciation to Mr. Andy Aquillon and Mr. Jack Menze for their input into the process. I found the project to be a viable method for HHC to extend its services to meet the needs of LEP workers.

Thank you for arranging the meetings with the participants.

Respectfully Submitted,

Lawrence Zane
Professor Emeritus

LZ:pn
Enc.

AN EQUAL OPPORTUNITY EMPLOYER

LANAI WORKPLACE LITERACY PROJECT

Project evaluation--Dr. Lawrence Zane

EVALUATION FORMAT:

Guided interviews conducted at various Lanai sites, 30-45 minutes each in length. Interviewees selected on basis of position with company (management), availability (instructors), and instructor recommendation (learners).

Three types of interview questions were presented, dependent upon role within program.

Three management interviews: Vice-President/Managing Director, Lanai Resort Partners; Director of Human Resources, Lanai Resort Partners; Restaurant Manager, Hulupoe Court--Manele Bay Hotel.
Two instructor interviews
Three learner interviews

The intent of the selection of three interview types was to elicit reactions from varying points of view. Interviewees were questioned in the areas of: (1) overall impression of program (2) understanding of program goals and objectives (3) perceptions of effectiveness (4) program strengths (5) program weaknesses.

GENERAL FINDINGS:

The general findings presented here show a high degree of agreement regarding the program at all levels of involvement.

1. Overall impression of program.

The remarks from management, instructors, and learners reported a very positive impression of the overall program. On a numerical scale of 1 to 5, with 1 being not positive and 5 being very positive, all interviewees responded with a 5. The desire for further programs/classes of the type made available, or other distance education types, was high among most students.

2. Understanding goals and objectives.

Management and instructor interviewees were questioned as regards to their particular goals and objectives for the project. Management expressed their original goals as being centered around improving the job and job-related skills of the employees (learners). Specifically, this entailed progress in their communication skills, both with guests and other employees. Instructors stated their objectives to be

teaching English for job retention and improving interpersonal/communication skills.

Correspondingly, when learners were questioned as to what they liked best about the classes, they related that they enjoyed classes on oral communication, and guest communication in particular. Other aspects included instruction on vocabulary, hotel operations, and communicating with fellow employees.

Conversations/interview with Project Director Tim Donahue emphasized that the pedagogical basis of the program followed a whole language, bilingual vocational model in which the specific Rockresorts context of hotel employment, with emphasis on guest relations, became the vehicle for language development. Remarks from the management indicate their support and agreement with this approach. Instructors were also clear on the goals and objectives for the program, and from the comments of the learners it is clear that instructors implemented classes in accordance with those goals and objectives. The learners' responses as to what they liked about the classes parallels the goals and objectives as understood by management and instructors.

3. Perceptions of effectiveness

All three groups reported very positive outcomes from the program. Both management and instructors credit a good deal of the success as result of increased confidence in and use of language skills by the learners/employees. Management reported work productivity increases from employees who took part in the program, and was subsequently able to promote a number of the learners.

Instructors noted that they observed changes in learners' lives beyond the workplace, in social settings. Outside of the classroom, according to the instructors, learners appeared more confident, and willing to utilize their verbal English skills. The learners themselves related that the classes helped them in their work, as well as with communicating with family and friends.

As noted above, both management and learners did not hesitate to ascribe increased confidence and improved job performance to the literacy training. It is significant to note that although the project provided no specific job-skills training, both groups felt that the content-based language training supported and facilitated the company's on-the-job training.

Another notable outcome of the project is the learners' increased English usage in social situations outside of work. Any workplace program would be happy to note a carryover from the classroom to the targeted worksite, but

to have learners express a carryover to situations beyond work is significant. This implies that the workers did indeed increase their confidence in speaking English to the extent that they would risk using it more freely in the social/home environment. There is a marked difference between using a second language at the workplace where it is required and quite another to extend that usage to contexts where the use of English is optional.

In addition to feeling better about using English, learners developed a positive attitude about learning in general. All those interviewed expressed a desire for more classes, particularly in computers and more advanced topics. Furthermore, they stated that they would encourage others to participate in classes. This is a very positive outcome, especially considering the relative lack of education of the learners (average sixth-grade in the Phillipines) and their age (almost half over 45).

Instructors also reported beneficial effects from the project. Both of those interviewed felt they were better instructors as a result of having taught in the program. The dining room supervisor (one of the management interviewees), who was also an instructor in the agriculture-to-hotel transition classes, felt that the experience with the program helped her with her staff on-the-job skills training. She relates, "it helped us to learn to be patient with employees and it has taught us how to be a trainer. For example, we do not ask 'do you understand?'. We now ask questions to help workers clarify their understanding. It has taught us good progam planning for our workers."

4. Program strengths.

The major strength of the project, from all group's responses, was the overall coordination of effort on the part of the employer (Rockresorts) and the service provider (Hawaii Human Development). Management cited the importance of customizing the program by having the instructors meet with the various managers to design the program in context. Rockresorts provided instructional space, release time, and amenities, Hawaii Human Development provided curriculum, instructional material, and technical assistance. The support provided by the two organizations gave the program a strong foundation from which to operate, both facility-wise and programmatically.

5. Program weaknesses.

Unlike the strong line of agreement regarding program strengths, there did not appear to be any consistency regarding program weaknesses. The primary areas of concern by management centered around a lower instructor-student

ratio, and more flexible scheduling of classes due to the variance of hotel operations. Instructors expressed a desire for more advanced classes in the future, more frequent classes for shorter periods, and the possibility of bilingual teaching assistants. The only problem area expressed by a learner was the occasional feeling of being "rushed" when classes were held before work.

The evaluator noted in several brochures and related publications and in conversations with interviewees that credit was attributed to community agencies rather the partnership of HHD and RockResorts. Also, little or no mention of the role of the U.S. Department of Education in funding.

SUMMARY AND RECOMMENDATIONS:

Summarizing the general findings of the evaluation:

--The overall response from all participants was very positive, with much support for a continuation of the the project

--The goals and objectives of management and the instructors matched what the learners felt they got out of the program

--All three groups noted substantial carryover from the classroom to the worksite to social/family situations

--The coordination of efforts and resources on the part of the employer and the service provider allowed for a project that was able to cover the different needs of a successful educational program

--Although there was less consistency in the area of program weaknesses, there were suggestions made by a number of the respondents regarding the scheduling of classes around work.

Overall, the reactions to the project by all its participants have been extremely favorable. Much of this success would seem to be owed to the excellent outline of goals and objectives, and their tailoring to this particular worksite application. The functional context instruction format, which this project was based upon, stresses this approach.

The primary recommendations here are for the most part, based upon the requests of the participants as interviewed.

1. More classes There would seem to be a strong calling for the continuation of this program or something similar to it. This type of classroom experience has whetted the appetites

of a reasonable number of participants, who are anxious for further classes, especially at an advanced level.

2. Better scheduling of classes In a workplace program, it is essential to coordinate a time schedule of classes matching work schedules, to accomodate both the employer and learners. Without reasonable satisfaction of both, successful participation levels will be difficult to achieve.

3. Credit for roles within the program There should be appropriate credit given to all organizations involved in the project. This can best be done by improved communication between agencies.